

# Georgia Project for Assistive Technology (GPAT)

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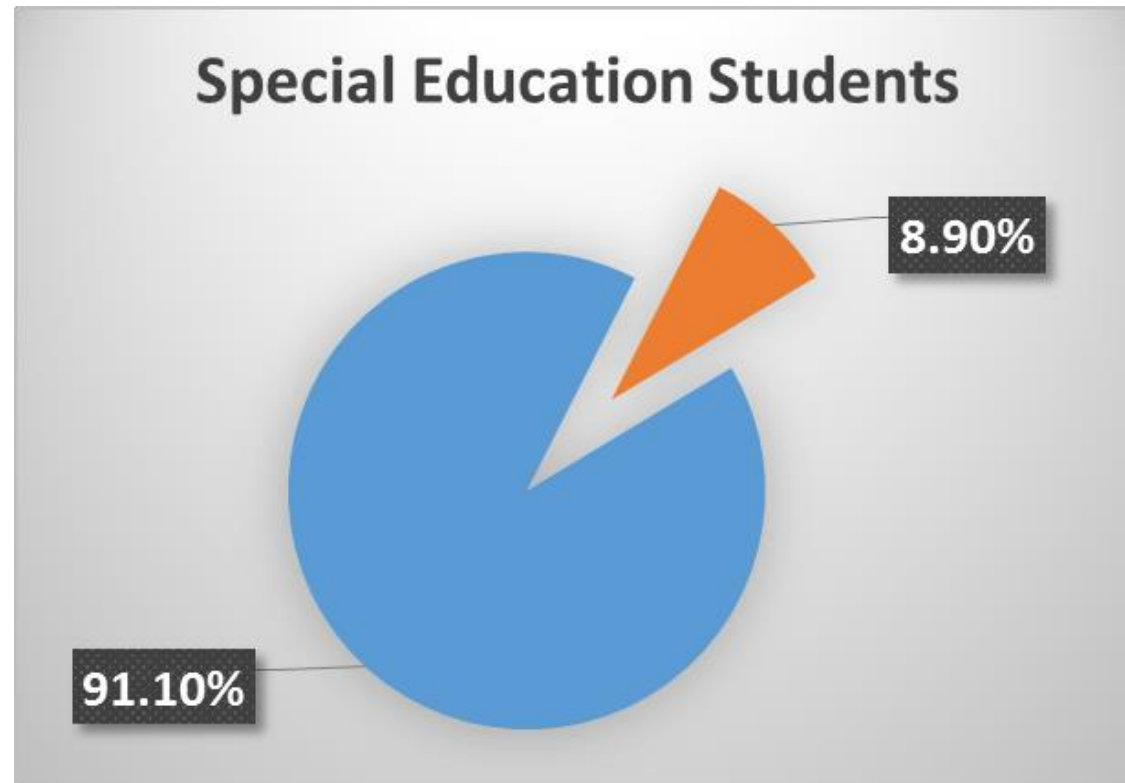
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# Percentage of Students Nationally using Assistive Technology



8.9% Using  
Assistive Technology

91.10% NOT using Assistive Technology

# Students with High Incidence Disabilities

of the 8.9%

Received Assistive  
Technology

99.8% Graduated  
80.9% Attended  
Post Secondary

of the 91.1%

DID NOT Received  
Assistive Technology

79.6% Graduated  
40.1% Attended Post  
Secondary

# What is **YOUR District's** Consideration Process, What does the IEP team do... WHEN:

Student is making adequate progress on current IEP

Student is able to access the general education curriculum. IEP team indicated, no **AT** needed

Document on IEP, **NO Assistive Technology** is needed at this time

Student is successfully using **Assistive Technology** in their classroom(s) setting

Document on IEP, keep the **Assistive Technology**

Student is **NOT** making adequate progress on current IEP

Currently **NO Assistive Technology** in place

Student currently has **AT** in place, **NOT** making progress

The IEP team is aware of **AT devices** and the device can be provided

Students needs AT, the IEP team is **Not Aware** of what type of technology is needed. Document on IEP

1. Document on IEP
2. Provide **AT** Device
3. Establish trial criteria

1. Contact **AT** Specialist
2. Reconvene IEP Team

# Georgia Project for Assistive Technology (GPAT)

## Considering Assistive Technology for Students with Disabilities

### Assistive Technology Consideration Resource Guide

This is a companion document to the GPAT Assistive Technology Consideration Process Guide to assist IEP teams by providing examples of each area within the AT Consideration Process Guide. Each column contains general examples for each area but is not considered all inclusive. Remember that others who are not familiar with the student may refer to this document to provide supports.

**Assistive Technology Services** – applies to all instructional and/or access areas.

- Activities that help teams select, acquire and/or provide technical assistance in the use of assistive technology devices
- Assistive Technology Evaluation of the student
- Acquisition of AT – purchasing, customizing, adapting, applying, maintaining, replacing, and/or repairing AT devices
- Selecting, designing, fitting, customizing, interventions or services with AT devices
- Coordinating and using other therapies, interventions or services with AT devices
- Training or technical assistance for professionals, employees or others who are involved with the student
- Training or technical assistance for students or students' family

**Useful Notes for Using this Resource Guide**

Column A: Relates to basic instructional tasks which support the Common Core Georgia Performance Standards (CCGPS) and/or other tasks

Column B: Standard classroom materials available for student use (listed in alphabetical order)

Column C: Accommodations, modifications and/or strategies (listed in alphabetical order)

Column D: Potential Assistive Technology solutions (corresponds to Columns D and E on the GPAT Consideration Process Guide)

**A. Area and Sample Instructional Tasks**

- Writing/Written Composition:
  - Draw/illustrate
  - Write name
  - Copy information
  - Write letters/words/numbers
  - Align numbers and text
  - Write from dictation
  - Writes legibly
  - Complete written worksheets and/or tests
  - Outline/organize thoughts
  - Write sentences, paragraphs or narratives
  - Take notes
  - Graph
  - Use appropriate spelling

**B. Standard Classroom Materials**

- Computer/tablet/word processor
- Crayon/Marker
- Dictionary, grammar and/or spell checker
- Interactive whiteboard
- Letter and number strip
- Paper/writing surface
- Pen
- Pencil

**C. Accommodations/Modifications/Strategies**

- Change format or substitute alternatives for written assignments
- Decrease assignment length
- Increase number of responses
- Increase time
- Optimal student seating
- Appropriate lighting (not facing glare or in shadows)
- away from extraneous noises
- close proximity to the teacher (distance)
- individualized visual

**D. Assistive Technology Solutions**

- Pencil grip or other alternative
- Adapted paper
  - bold line
  - raised line
  - different spacing
  - colored
  - graph
- Positioning Aids
- Non-slip mat
- Personal dry-erase
- Slate and stylus
- Timers
- Device, software, or app
  - spell
  - out

Georgia Project for Assistive Technology  
Assistive Technology Consideration Process Guide

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

The GPAT Assistive Technology Consideration Resource Guide is a companion document that will assist IEP teams in completing this form. Please refer to the Resource Guide for examples of instructional tasks and possible solutions to document within this Consideration Process Guide. Each column contains general examples for each area but is not considered all inclusive.

**Directions for completing this Consideration Process Guide:**

- Using the student's present levels of performance, in which general area(s) does the student experience difficulty completing instructional tasks?  

<input type="checkbox"/> Writing/Written Composition	<input type="checkbox"/> Spelling	<input type="checkbox"/> Reading	<input type="checkbox"/> Math
<input type="checkbox"/> Study/Organizational Skills	<input type="checkbox"/> Hearing/Listening	<input type="checkbox"/> Oral Communication/Language	<input type="checkbox"/> Seating / Positioning / Mobility
<input type="checkbox"/> Activities of Daily Living	<input type="checkbox"/> Recreation and Leisure	<input type="checkbox"/> Pre-vocational and Vocational	<input type="checkbox"/> Other: _____
<input type="checkbox"/> No areas are identified. No further consideration is required.			
- Column A:** List one area with one instructional task per row, such as Writing/Copying notes from board. Check the location(s) where the student needs to complete the task.

**Complete columns B-E on each row until it is determined that the student completes the task independently, then stop.**

- Column B:** List the standard classroom material currently used by the student to complete the task.
- Column C:** List the accommodations, modifications and/or strategies currently used by the student to complete the task.
- Column D:** List the assistive technology solution(s) currently used by the student to complete the task.
- Column E:** List other possible solutions the IEP team has identified (accommodations, modifications, strategies, AT devices and/or services).

A. Area and Instructional Task(s)	B. Standard Classroom Materials	C. Accommodations/Modifications/Strategies	D. Assistive Technology Solutions	E. Other Possible Solutions (Accommodations, Strategies, Assistive Technology Devices and/or Services)
<input type="checkbox"/> School <input type="checkbox"/> Home/Community	If not independent, continue to C →	If not independent, continue to D →	If not independent, continue to E →	
<input type="checkbox"/> School <input type="checkbox"/> Home/Community	If not independent, continue to C →	If not independent, continue to D →	If not independent, continue to E →	

### Assistive Technology Consideration Resource Guide Glossary

Georgia Project for Assistive Technology  
Assistive Technology Consideration Resource Guide Glossary

This glossary defines commonly used assistive technology terms found in the GPAT Assistive Technology Consideration Resource Guide. It is not intended to be a comprehensive document.

**Tools** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Definition**

**Accessibility features** are built-in features within a computer operating system that make the computer easier to use by students with disabilities. Operating systems have the ability to assist students with visual difficulties (i.e., screen reader, enlarging print, changing color combinations, text or icon size), motor difficulties (i.e., on-screen keyboard, mouse responses), and/or hearing difficulties (i.e., changing volume, visual notifications, text captions). All of these changes can be made through desktop controls to provide computer access for a person with a disability.

**Adapted books** contain age appropriate content which substantially modifies the content of printed materials. The modifications are such that the language is simplified and supported by pictures and/or recordings to provide print access to people with severe intellectual disabilities.

**Adapted paper** is an alternative to standard writing paper for students who need additional supports or are unable to use standard paper when writing. These can include bold or raised line paper, paper with additional lines to assist with upper and lower case letter formation or different colored paper.

**Adapted tools** help students participate in their environments. These are variations of everyday tools that assist students to complete tasks such as cooking, eating, household chores, personal hygiene, and toileting.

**Advanced reading and writing aids** are comprehensive software programs that allow students to use one program in order to complete literacy assignments. These programs include optical character recognition (OCR) and allow for underlying text maintaining the integrity of the original document. These software programs contain a range of features such as text-to-speech with highlighting, note taking tools, grammar and spell checkers, word and vocabulary support.

### Assistive Technology Consideration Process Guide